CHAPTER 2

SELF - MANAGEMENT

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INTRODUCTION

Self-management is a key skill that will help you throughout your life. This element involves you in effectively regulating, managing and monitoring your own emotional responses, and persisting in completing tasks and overcoming obstacles.

You are responsible for everything that happens in your life. Learn to accept total responsibility for yourself. If you do not manage yourself, then you are letting others have control of your life. Effective self-management will help you to avoid stress and provide you with more opportunities to get involved in fun campus activities.

OBJECTIVES

When you have completed this chapter you should be able to:
- develop your motivation
- take responsibility for making things better
- set and achieve targets in relation to both study and workplace
- set priorities and anticipate problems or needs
- manage your time effectively

PART 1: SELF-MOTIVATION

Definitions

General theories about motivation and behavior, self-motivation instruments

Ability to work unsupervised: independence, self-reliance and initiative

Ability to concentrate and focus your attention

Activities

Further reading

DEFINITIONS

Definition 1: Self-motivation: ability to do what needs to be done, without influence from other people or situations. People with self motivation can find a reason and strength to complete a task, even when challenging, without giving up or needing another to encourage them. (http://www.businessdictionary.com/definition/self-motivation.html).

Definition 2: The ability to work independently is to be able to work without direct supervision all the time, plan and organise own work day and tasks, initiate change to work practices or policies or own personal working style, understand the operational environment and adapt accordingly, and act proactively and with integrity (http://www.selection-criteria.com.au/workindependently.shtml)

Definition 3: Attention - is the concentration of mental effort on sensory and mental events. Peoples' ability to concentrate on the significant information is named - selective attention (Solso, 2001).

GENERAL THEORIES ABOUT MOTIVATION AND BEHAVIOR, SELF-MOTIVATION IN-STRUMENTS

When we mostly need self-motivation:
- For successful learning at the University;
- For taking part in additional (optional) competitions and learning courses;
- When we design and realize the projects (scientific, learning, practical, social);
- When we in job search;
- For completion any complex, large and prolonged works;
- For maintaining healthy lifestyle etc.

That is why it is very important soft skill for students, workers, entrepreneurs and each person who want to achieve own goals.

It is need to clearly understand the motivation conception in general for good understanding how the self-motivation work.

In 'motivation science' (as it is now called the field of psychology devoted to motivation) to date it have been accumulated a lot of theories, some of them have now mostly historical meaning, and many others now actively develop and apply (Shah, Gardner, 2008).

We can recall motivational theories or some contributions to them of Sigmund Freud, William Mcdougall, Abraham Maslow, Henry Murray, William James, Floyd and Gordon Allport, Clark Hull and Edward Tolman, Kurt Lewin, Julian Rotter, Leon Festinger, Robert White, Harold Kelley, Fritz Heider, Solomon Asch, George Kelly, John Bowlby etc. They are mostly historically important.

Modern theories include wide spectrum of conceptions, for example:
- Self-determination theory (Deci, Ryan, 2000)
- Self-efficacy (concept of social-cognitive theory, SCT, Bandura, 1997)
- Self-regulation theory (SRT, Baumeister et al, 2007)
- Theory of goal setting (TGS; Locke, Latham, 2002)
- Theory of planned behavior (TPB, Ajzen, 1991)
- Operant learning theory (OLT, Blackman, 1974)
- Theory of reasoned action (TRA; Fishbein, Ajzen, 1975)
- Behavioral reasoning theory (BRT, Westaby, 2005)
- Theory of adaptive motivation (McCombs, Whisler, 1989 propose a, by which they suggest that having a sense of control helps us accomplish our life goals)
- Self-affirmation theory (Steele, 1988; Sherman & Cohen, 2006)

- Achievement goal theory (Dweck & Leggett, 1988; Nicholls, 1984)
- Terror management theory (TMT, Otto Rank, Gregory Zillborg, Norman Brown, Ernest Becker, 1971, 1973) and many others.

Three R's of motivation science: relativity, regulation, and reaction

The general findings elicited from different motivation theories are named 'three R's of motivation science': motivational relativity, motivational regulation, and motivational reactivity.

Reminiscent of Einstein, motivation science is focused on the *relativity of motivation* in both its temporal and structural sense. How do our various needs, for instance, compare and contrast with each other? Moving away from early motivational hierarchies (e.g., Maslow, 1955) that emphasized the "objective" or normative priority and organization of needs, many current motivational approaches assume a subjective relativism in both the priority and mental organization of needs and motives. What needs are most central, then, and how they relate to each other, are thought to be products not only of the inherent qualities of the needs themselves but also of the individuals' distinct history of pursuing them, as well as the constraints and affordances they encounter in the moment and over their lifetime.

A consideration of temporal relativity allows researchers and theorists to begin to understand both the recursive and evolving nature of needs and motives.

Regulation of motivation is understood like dynamic and often complex process by which our general needs and desires are translated into concrete goals, plans, behaviors, and experiences, with obvious and significant implications for how we see ourselves and others and how we interact with the world around us.

Motivation regulation is recursive: It involves a dynamic process of feedback and adjustment as one progresses toward fulfilling a need through goal attainment. How individuals differ in seeking and reacting to feedback has long been a central theme in theories of achievement behavior and optimism and may play an important role in how goals are maintained over time and how effectively they are managed collectively.

There has also been considerable recent emphasis on the personal, situational, and social resources required for effective motivation regulation. Such an emphasis has led researchers to consider not only the nature and potential limits of these resources (as reflected, for instance, in our capacity for self-control, our experience and abilities, the helpfulness or hindrances of others, or the affordances in our environment) but also our ability to perceive and effectively regulate these motivational assets, especially when they are limited and potentially exhausted.

Also resolutions required for effective motivation regulation. Such resolutions are required not only between the often disparate needs we have for ourselves but also between the conflicts that may arise between our own needs and the needs of others. Moreover, even after resolving conflicts regarding what need or motive to address, individuals still must resolve potential conflicts in how best to address the need. To what degree, for instance, should needs be addressed optimally versus efficiently? To what degree should the experience be pleasant or painful? To what degree should we be persistent in pursuing a need versus being pragmatic in our pursuit?

There are personal and interpersonal *reactions to our needs and pursuits*. To what extent can motivational approaches help explain our varied and complex emotional experiences and our specific psychological vulnerabilities? How might these approaches lend insight into our complex social reactions, as seen, for instance, in the range of our emotional, cognitive, and behavioral responses to other groups, and their often prejudicial behavior? Motivational distinctions and motivational systems help explain the dynamics of interpersonal relationships and general social conflict.

The most important theories which underlay self-motivation practices are the conceptions of self-enhancement and self-affirmation.

Subjective phenomena of Self-enhancement and self-affirmation enable people to manage challenging events. In addressing this question, Taylor's research on cognitive adaptation (Taylor, 1983) and on positive illusions (e.g., Taylor & Brown, 1988) and the research on self-affirmation (e.g., Sherman & Cohen, 2006; Steele, 1988) make very similar points. Both assert that the process of enhancing and/or affirming personal attributes and values musters valuable resources for grappling with challenges.

When people develop spontaneous self-enhancing perceptions in response to a threatening event, these perceptions are often based on a modest degree of illusion. However, the fact that self-enhancement so reliably occurs in response to threatening events, with clear beneficial effects on adjustment, raises the intriguing possibility that self-enhancement has more general positive effects — not just those manifested in response to intensely stressful events.

Believing that one has many talents and positive qualities, and more talents and more positive qualities than one's peers, allows one to feel good about the self and to deal with the stressful circumstances of daily life with the resources conferred by a positive sense of self. These self-enhancing beliefs help people thrive in times of stress that might otherwise leave them dispirited and unable to pursue their goals. Self-affirmation theory (Sherman & Cohen, 2006; Steele, 1988) begins with the premise that people are motivated to maintain the perceived worth and integrity of the self. When one experiences a threat to the self — be it a failure experience, information suggesting that one has acted wrongly, or information contradicting one's beliefs — one is motivated to respond to the threat in such a way as to restore self-worth.

There are three categories of responses that people can make to such threats to the self. First, people can respond directly to the threat by accepting the failure or threatening information. However, the need to maintain positive self-regard (Taylor & Brown, 1988) often makes this very difficult to do. Second, people can respond

directly to the threat by devaluing the threat in some way. We refer to this as a defensive bias (Sherman & Cohen, 2002), because the evaluation serves to minimize the threat at the expense of learning from important, though threatening, information. But self-affirmation theory proposes that there is greater flexibility in how people can respond to threats than these two alternatives suggest.

People can also respond to threats indirectly, by affirming alternative self-resources. Since the overall goal of the self is to maintain global self-worth and self-integrity, when people affirm the self, this goal is achieved. Consequently, self-affirmation serves a buffering function and helps people deal with the threat.

Recent work on self-affirmation has further shown that when people affirm important self-resources, they are less likely to be defensive and to devalue threatening information, and consequently are more open to potentially threatening information (Sherman & Cohen, 2002).

Can self-affirmation and self-enhancement not only restore balance following exposure to threatening events and make people more receptive to useful negative information, but also fuel the ability to set high goals and strive persistently to achieve them? In their original paper, Taylor and Brown (1988) reviewed evidence to suggest that a positive sense of self is associated with working longer and harder on tasks. In particular, such illusions as self-enhancement may help people try harder in situations with objectively somewhat poor probabilities of success; although some failure is inevitable, ultimately these illusions may pay off with more progress than would be the case with lack of persistence (see also Greenwald, 1980).

Taylor and colleagues (2000) found that positive illusions such as self-enhancement may keep physiological and neuroendocrine responses to stress at low levels, as evidenced in lesser autonomic activation and lower HPA axis (hypothalamic–pituitary–adrenal axis) responses to stress.

As the self-motivators can be used:
- information resources (quotes, proverbs, books, films, pictures, music etc.)
- objects (souvenirs, things – prestigious, given by loved people, from childhood etc.)
- people (good friends or leaders, creative people, historical persons etc.)
- reflexive practices (essay about your own values, positive features etc.)

Examples of the self-motivation quotes (www.goodreads.com/quotes/tag/self-motivation):

When you do what you fear most, then you can do anything." - Stephen Richards, Cosmic Ordering: You can be successful

"You may be the only person left who believes in you, but it's enough. It takes just one star to pierce a universe of darkness. Never give up." - Richelle E. Goodrich, Smile Anyway: Quotes, Verse, & Grumblings for Every Day of the Year

"Edit your life frequently and ruthlessly. It's your masterpiece after all." - Nathan W. Morris

"Do not depend on good motivator! Find your words of self-motivation!" - Toba Beta

"We must be prepared, at any moment, to sacrifice who we are for who we are capable of becoming." Charles Dubois

In motivation science it was accented the problem which is named like 'intention-behavior gap'! (Reuter et al., 2010)

There are two stages of motivational process – stage of initiating intentions to act and volition stage (after generation intentions).

Researches showed that planning pays a major role in the volition phase and is facilitate goal pursuit by linking behavioral responses to specific situations.

Planning includes: 1) action planning (when, where, how to perform a behavior) and 2) coping planning (anticipation of barriers-distractions, temptations, conflicting habits) and generation of behavioral (or cognitive) responses to overcome them.

ABILITY TO WORK UNSUPERVISED: INDEPENDENCE, SELF-RELIANCE AND INITIATIVE

Self motivation and the ability to work independently are the selection criteria that specifically ask for candidates on vacancies in most organization. It means that employers are looking for people who can show that they are able to work without direct supervision all the time. The hirers often need someone who can plan and organize their own work day and tasks, who can initiate change to work practices or policies or their own personal working style, someone who can understand the operational environment and adapt accordingly, and someone who can act proactively and with integrity.

When addressing you such selection criteria, some of the things you could look at and mention are:
*   How you have achieved results in the past with limited supervision;
*   That you can make independent decisions and solve problems on your own;
*   That you can controls your actions and workflow during stressful or busy periods (e.g., you are able to maintain perspective, manage anger and frustration and 'get on with the job');

- Provide examples of where you have achieved results as an individual;
- Show that you can identify and use support systems to alleviate stress;
- Show that you can identify factors that contribute to stress;
- Give practical examples that show you can meet deadlines when unsupervised;
- Show that you can plan, organize and prioritize work by yourself.
- Demonstrate an awareness of any limitations that you have, but back them up with strategies for overcoming these limitations;
- Show a real solid confidence in your abilities;
- Explain how you work regularly and consistently without supervision (Selection criteria for Government job applications www.selection-criteria.com.au).

Here are some questions you can ask yourself, or even answer when writing your statements addressing this kind of selection criteria:

1) When do you normally work as an individual?

2) How do you organise and prioritise your work to ensure you complete it without prompting?

3) How do you make sure that you can cope without a supervisor?

4) What are some of the things you have achieved when working alone?

5) What are some of the things that you do to ensure that your time is being used effectively?

6) When have you made a decision without guidance from others?

ABILITY TO CONCENTRATE AND FOCUS YOUR ATTENTION

More than a century ago, W. James defined attention as a 'withdrawal from some things in order to deal effectively with others' (quoted by Driver, 2001, Dukette, 2009).

William James drew a distinction between active voluntary attention and passive involuntary attention which overlaps the current distinction between goal-directed (selected sustained, focused attention) and stimulus-driven attention (transient attention).

James (1890) further categorized attention into (a) objects of sense (sensorial attention) or to (b) ideal or represented objects (intellectual attention). Attention is either immediate and stimulus driven, or derived, as when interest in the item is associated with something else, as in a goal or motive.

Attentional control refers to an individual's capacity to choose what they pay attention to and what they ignore. It is also known as endogenous attention or executive attention. In lay terms, attentional control can be described as an individual's ability to concentrate (Lamy, 2012).

Studies of temperament from early childhood to adulthood have demonstrated inverse relationships between negative affectivity and effortful control. Effortful control is also positively related to the development of conscience and appears as a protective factor in the development of behavior disorders (Rothbart, 2003).

Little children and old people (more than 60 years) show declines in attentional control.

Attentional control theory focuses on anxiety and cognitive performance. The assumption of this theory is that the effects of anxiety on attentional control are key to understanding the relationship between anxiety and performance. In general, anxiety inhibits attentional control on a specific task by impairing processing efficiency. There are three functions associated with this theory. The inhibition function prevents stimuli unrelated to a task and responses from disrupting performance. The shifting function is used to allocate attention to the stimuli that are most relevant to the task. The updating function is used to update and monitor information in working memory (Moher at al., 2012).

There are three main hypotheses associated with attentional control theory. First, the efficiency of the central executive is impaired by anxiety. Second, anxiety impairs the inhibition function, and third, anxiety impairs the shifting function. Studies related to attentional control and performance take two differing approaches. Specifically, research on attentional capture has two modes: voluntary and reflexive. The voluntary mode is a top down approach where attention is shifted according to high-level cognitive processes. The reflexive mode is a bottom up approach where attention shifts involuntarily based on a stimuli's attention attracting properties. These modes are important to understanding how attentional control works (Lamy, 2012).

Even four days of mindfulness meditation training can significantly improve visuo-spatial processing, working memory and executive functioning. However, research has indicated that mindfulness does not affect attentional control directly. Participants did tasks of sustained attention, inhibition, switching, and object detection. These tasks were done before and after an 8 week Mindfulness based stress reduction course (MBSR), and were compared to a control group. There were no significant differences between the groups, meaning that the MBSR course did not affect attentional control. Mindfulness influences non-directed attention and other things like emotional well-being.

Modular approaches view cognitive development as a mosaic-like process, according to which cognitive faculties develop separately according to genetically predetermined maturational timetables. Prominent authors who take a modular approach to cognitive development include Jerry Fodor, Elizabeth Spelke and Steven Pinker. In contrast, other authors such as Annette Karmiloff-Smith, Mark Johnson and Linda Smith have instead advocated taking a more interactive or dynamical systems approaches to cognitive development.

According to these approaches, which are known as neuroconstructivist approaches, cognitive systems interact over developmental time as certain cognitive faculties are required for the subsequent acquisition of other faculties in other areas.

Amongst authors who take neuroconstructivist approaches to development, particular importance has been attached to attentional control, since it is thought to be a domain-general process that may influence the subsequent acquisition of other skills in other areas. The ability to regulate and direct attention releases the child from the constraints of only responding to environmental events, and means they are able actively to guide their attention towards the information-rich areas key for learning. For example, a number of authors have looked at the relationship between an infants' capacity to exercise attentional control and their subsequent performance during language acquisition. Working memory capacity has been studied to understand how memory functions. The ability to predict the effectiveness of someone's working memory capacity comes from attentional control mechanisms. These mechanisms help with the regulation of goals, behavior, and outside distractions, which are all important for effective learning.

Focusing is a psychotherapeutic process developed by psychotherapist Eugene Gendlin (Gendlin, 2003). It can be used in any kind of therapeutic situation, including peer-to-peer sessions. It involves holding a kind of open, non-judging attention to an internal knowing which is directly experienced but is not yet in words. Focusing can, among other things, be used to become clear on what one feels or wants, to obtain new insights about one's situation, and to stimulate change or healing of the situation. Focusing is set apart from other methods of inner awareness by three qualities: something called the "felt sense", a quality of engaged accepting attention, and a researched-based technique that facilitates change.

Attention span is the amount of concentrated time on a task without becoming distracted. Most educators and psychologists agree that the ability to focus attention on a task is crucial for the achievement of one's goals (Dukette, 2009).

These findings and some others underlie of practical techniques which are used for developing attention control.

ACTIVITIES

ACTIVITY 1

Group work: Recall the motivators, which you already use or used in your life. Tell about them and about how they impact on your goals achievement. Which of them were effective and which were not.

Imagine now that you have decided to achieve very ambitious goal – to crack a longevity record of Jeanne Calment (122 years) and live till 130 years!

Create and discuss in the group 15 original and effective motivators for pursuit this goal. For example, a programmed watches, which count the time from 130 years (in hours) and which add an hour of life when you do healthy behavior (e.g. eat fruit and vegetables, doing sport etc.) or take away an hour if you do unhealthy behavior (smoke, sunbathe etc.).

Group discussion: think about why sometimes your self-motivators do not work? For example, you have decided to do some physical exercises every day, wrote and set such paper-tip on your table but you were not do this exercises more than one day etc.

ACTIVITY 2

Do at home such practical exercise: write essay 'My experience of work without supervision', where will be the answers to this 6 questions.

    1) When do you normally work as an individual?
    2) How do you organise and prioritise your work to ensure you complete it without prompting?
    3) How do you make sure that you can cope without a supervisor?
    4) What are some of the things you have achieved when working alone?
    5) What are some of the things that you do to ensure that your time is being used effectively?
    6) When have you made a decision without guidance from others?

Write them by remembering your relevant studying, working or life experience. This will be an element of your portfolio.

Example:

- I currently work for long periods unsupervised as my scientific leader several times has gone to the business trips. During these periods, I am required to use my own initiative to decide how to deal with service user needs and to prioritise my own workload. (Follow this up with one or two specific examples of issues you may have had to deal with in these circumstances).

- …

ACTIVITY 3

One of the main problems with maintaining attention is to control under distracters which almost unconsciously switch your attention on the simpler and more pleasant activity then you decided to do. Problem is, once we get distracted, it takes on average 25(!) minutes to return to our original task. Plus, shifting our attention back and return its strength. But you can learn to identify and control them.

Now do a practical exercise.

Your task is to count backwards in your mind from 300 to 0 by 13-th. Be very attentive during doing this work to your distractive thoughts, desires, impulses, reactions on the irrelevant stimulus which appear in your mind. Write these distracters as quickly as you have noted them and then continue to count. Look at this list of distracters – how many are them and are they your usual ways to distract from pursuit your goals (maintain intellectual attention)?

We can discuss the results in the group.

Now try to be more attentive to distracters in your whole life. At home it can be the desires to enter in your social net, to eat or drink the coffee/tea, to read irrelevant but more interesting information, to call or write sms to your friends, to dream, to mentally continue former conflict conversations, bad news, weather etc. So it can be the internal or external stimuli that might impair your ability to concentrate. In wider context it can be the different types of accustomed activity and procrastination, any social or physical events. When such things, which you now aware and classify as distracters, begin appear during you goal achievement process, try to stop you and forbid yourself to do anything which are not relevant to your direct movement to your goal.

There are a lot of rules designed on the above mentioned theories and researches that can help us to prolong our attention span and do not be distracted from important goals pursuit. May be some of them you know or you can conclude yourself. Let together formulate them (group discussion).

Students propose some rules and one student moderate discussion (select most effective, help to formulate them) and write them on the board.

Now we can compare your rules (theirs quantity and quality) with the list from the literature which will be demonstrate on the slide.

Rules for concentrate and maintain attention (look after doing Activity 3)

- Being totally in the here-and-now. You cannot know the future and you cannot re-do the past. You can correct for past weaknesses and mistakes, and reduce their likelihood in the future, but it has to be done in the now.

- Be more aware. Consciously attend to what you are doing, why, and how. Be aware of how you feel. Emotions affect the ability to focus. If how you feel interferes with concentration, change how you feel. It IS a choice.

- Organize and plan your activity. Divide your work on logical and convenient for perception parts, numerate them. Thus you can better understand the work volume and control your progress.

- Get out from your visual space all things which are not need for your continuous work. In the contrary they will be the distracters.

- You need the energy to maintain intellectual attention. That is why you need be in optimal functional state. Do the most difficult parts of work when you are after the good rest and you have enough lead time. Do the breaks when you see that all tries to maintain your attention are already unsuccessful. Do some physical exercises. If it does not help, put your head on your hands and lie down with eyes closed on the table, so you can sleep 10-15 minutes. Then return to your work.

- Monitor progress of your move to the goal. Highlight important parts of your working plan by colored markers, tabs etc. Cross out and mark by 'plus' the made points of your planned work to clearly see what elements are still need to fulfill. Write your ideas and thoughts which appear during the implementation of your task.

- Do not let you interrupt your work at any moment. Try to finish some logical part before you will take a rest.

- Don't multitask. This is the arch enemy of attentiveness and profoundly interferes with the ability to learn and especially to remember. Multitasking creates a superficial way of thinking that also imperils the ability to think deeply in intellectually demanding situations.

- Learn how to meditate. See how long you can sustain focus on your breathing and keep out all intruding thoughts. Notice all things associated with the breathing, but nothing else. Hear the sound of the moving air with each breath.

FURTHER READING

Your Concentration Training Program: 11 Exercises That Will Strengthen Your Attention

Ability to Concentrate Isn't What It Used to Be

The Power of Concentration by Konnikova M.

Driver J. A selective review of selective attention research from the past century // British Journal of Psychology (2001), 92, 53–78.

Gendlin E. Focusing. How to Gain Direct Access to your Body's Knowledge, Random house, London, 2003.

Handbook of motivation science / edited by James Y. Shah, Wendi L. Gardner (2008), New York, The Guilford Press.

Lamy, D., Leber, A. B., & Egeth, H. E. (2012). Selective Attention. In A.F. Healy & R.W. Proctor (Eds.), Experimental Psychology. Volume 4 in I.B. Weiner (Editor-in-Chief), Handbook of Psychology, New York: Wiley.

Sasson R. How to Focus Your Mind PDF eBook   88 pages   Published 2012   Latest Revised Edition: July 2014: http://www.remezsasson.com/books/how-to-focus-your-mind.html

PART 2: TAKING RESPONSIBILITY

DEFINITION

To date, the construct of personal responsibility does not have a clear definition in the literature. Nor do the few studies that have sought to examine personal responsibility have an established consistent operationalization of the term. In The Encyclopedia of Positive Psychology P. Alex Linley and John Maltby define responsibility in a following way:

"Personal responsibility is concerned with people taking individual accountability for their decisions and actions, together with the outcomes they create and their impacts on others. It is about feeling that one is the author of one's own life, accountable for the life that is created and the impacts caused through one's decisions and actions, both on oneself and on others. Within philosophy, the concept has been referred to as moral responsibility, although with a narrower focus on causal accountability for actions either undertaken or not undertaken. Personal responsibility is differentiated from civic or social responsibility, which is concerned with our collective responsibilities to each other as human beings. The constructs are, however, related. Personal responsibility is understood at the level of the individual; civic or social responsibility is understood at the level of the collective. Responsibility is often also defined from the perspective of legal culpability but the concept of personal responsibility differs from this constrained definition, being focused more widely on a prospective, future-focused sense of the need to take actions that will deliver appropriate outcomes over time, rather than a retrospective, past-focused accountability and culpability for previous actions" (Linley P. Alex and Maltby John, 2009) .

FIVE STAGES IN THE PROCESS OF TAKING AND REALIZATION OF RESPONSIBILITY

Darley and Latané that once a person notices that something is happening, a series of important decisions must first be made noted (Darley, J. M., & Latané, B., 1968) .

- The first step involves actually noticing a problem.
- Next, the individual must decide if what they are witnessing is actually an emergency.
- Next is perhaps the most critical decision in this process - deciding to take personal responsibility to act.
- Then the individual has to decide what needs to be done.
- Finally, the individual must actually take action.

EXAMINATION OF RELATED CONSTRUCTS

It is necessary to examine related constructs in the psychological field. An understanding of these constructs will enrich and clarify the component parts of personal responsibility.

Locus of control

Lecturer explores previous research that has examined people's willingness to hold themselves or external factors responsible for individual outcomes; a sense of power and control to act on the world and achieve one's goals; a belief in oneself as an individual and one's abilities; the likelihood that one will reflect upon one's choices and strategies, and one's ability to regulate, understand, and control one's emotions. These components are ones that researchers may expect to find particularly relevant to an examination of personal responsibility. These aspects of human behavior are explored and explained in the constructs of locus of control, personal agency, self-efficacy, self-concept, self-esteem, self-regulation, and emotional intelligence (Mergler A., 2007).

We can describe this topic, using the notion "locus of control".

Rotter (1966) examined the impact reinforcement had on the level of internal or external control people ascribed to their behavior. This construct of internal versus external control of reinforcement has sometimes been called locus of control. Locus of control is defined as a tendency to either take responsibility for one's own actions or to see external control determining outcomes (Richards, Ellis, & Neill, 2002). When examining internal versus external control of reinforcement, Rotter (1966) was interested in whether or not an individual believed that their own behavior, skills, or internal dispositions would determine what reinforcement was received. An external locus of control is defined according to Rotter (1975) as a person's tendency to ascribe a reinforcement to luck, chance or fate. In contrast, a person with an internal locus of control will perceive the event to be contingent upon their own behavior or relatively permanent characteristics. Put another way, an adolescent who believes they passed the test because the test was easy would be demonstrating an external locus of control, while an adolescent who passed the test and attributed this success to studying hard would

be demonstrating an internal locus of control. Research has shown that adolescents who self-report an internal locus of control demonstrate higher academic achievement than those who self-report an external locus of control (Anderson, Hattie, & Hamilton, 2002). Another study reports a high sense of family cohesion and good communication with parents (Grossman et al., 1992). Further, an internal locus of control has been found to protect adolescents from risk factors (Garmezy, 1987; Grossman et al., 1992; Werner, 1986). This understanding of locus of control helps inform further understanding of personal responsibility. An adolescent who believes their behavior determines outcomes (internal locus of control) may be more willing to hold her/himself accountable for their behavior and the consequences. It would be expected that a personally responsible adolescent would believe that studying hard for a test would produce good grades, and hence take the responsibility to do so. In turn, they are likely to take responsibility for the outcome their behavior achieves. While the focus of the locus of control literature is on the outcome and the reinforcement, the current examination of personal responsibility aims to begin with the awareness of an individual's cognitive thoughts, feelings and choices. The locus of control literature does not examine these components.

That people with a strong internal locus of control are more highly motivated, productive, and successful; and an internal locus of control can be encouraged and developed through training, coaching, mentoring and successful life experience

Locus of control is the perceived source of control over our behavior. People with an internal locus of control tend to believe they control the outcomes in their life and that their own skill, ability and efforts determine the bulk of their life experiences. In contrast, people with external locus of control believe that their lives are determined mainly by sources outside themselves – fate, chance, luck or powerful others. Our personal and professional lives are profoundly influenced by whether we see control as predominantly internal or external. Locus of control influences the way we view our opportunities and ourselves.

What Is Diffusion of Responsibility?

Diffusion of Responsibility explains why we are less likely to take action or help someone in need when we are in a group compared to when we are alone (Cherry, K. A., 2011).. The more people around to observe an emergency, the less obligation each person feels to act because they think someone else will do it first. This principle of social psychology has been supported by numerous lab studies. In a classic experiment by Darley and Latanй (1968), participants saw someone having a (fake) seizure. When participants believed they were the only witness to the incident, 81% went to get help; when participants thought there were four other witnesses, only 31% went for help.

Diffusion of responsibility is a psychological phenomenon in which people are less likely to take action or feel a sense of responsibility in the presence of a large group of people. Essentially, in a large group of people, people may feel that individual responsibility to intervene is lessened because it is shared by all of the onlookers.

Diffusion of responsibility is often used to explain the bystander effect, a phenomenon in which the greater the number of people present, the less likely people are to help an individual in distress. For example, imagine that you are in a large city on a bustling street. You notice a young man fall to the ground and start convulsing as if having a seizure. Many people turn and look at the man, but no one moves to help or call for medical assistance. Why? Because there are so many people present, no one individual feels pressured to respond. Each person might think, "Oh, someone else has probably already called for help" or "No one else is doing anything, so it must not be that serious."

Kitty Genovese: A Classic Example of Diffusion of Responsibility

The brutal murder of a woman named Kitty Genovese is often cited as a classic example of diffusion of responsibility. According to the original story related by *The New York Times*, 38 people watched her attack yet failed to call the authorities for help. Later research has shown that few of the neighbors in the area actually had a clear view of what was happening, yet it is clear that at least a few of the onlookers were aware that a woman was being attacked on the street. Those who did hear her screams dismissed it as a "lover's quarrel" or suggested that they simply did not want to get involved (Manning, R., Levine, M., & Collins, A., 2007).

So why is it that people are so often able to come up with such excuses to not get involved? In an article for *Psychology Today*, Dr. Alex Lickerman suggests that that this tendency to explain away what is happening represents a form of narrative rationalization. "Knowing that others heard the same scream, or received the same email request, or came upon a man down powerfully tempts us to assume someone else has taken responsibility for doing what needs to be done," he explains.

While such failure to take action is often viewed as apathy or even plain cold-heartedness, researchers have been able to consistently demonstrate that such inaction is most often due to the presence of other people.

Research on Diffusion of Responsibility

In a series of classic experiments conducted in the late 1960s, researchers John Darley and Bibb Latané asked participants to fill out questionnaires in a room which suddenly began to fill with smoke. In some conditions the subjects were alone, in a second condition there were three naive subjects in the room, and in a third condition there was one subject and two confederates who intentionally ignored the smoke. In situations where the subject was alone, approximately 75 percent reported the smoke to the experimenters. In the condition where the two confederates ignored the smoke, on 10 percent of the naive subjects told the experimenters about the smoke.

In one fascinating series of experiments, researchers Garcia and his colleagues found that *simply imagining being part of a crowd* made people less likely to help. The researchers ask participants to imagine being part of a crowd and then placed the participants in a situation where they had the chance to help another person. What the researchers discovered that those who had simply imagined being part of a larger group were less likely to help than those who had imagined themselves being alone.

Factors That Influence Diffusion of Responsibility

Factors that can increase diffusion of responsibility include:

Anonymity**:** Bystanders who do not know the victim are less likely to help and more likely to expect someone else in the crowd to step up and offer assistance.

Ambiguous situations: If onlookers are not really sure what is happening, are unclear about who is in trouble, or are unsure if the person really needs assistance, then they are far less likely to take action.

Factors that can decrease diffusion of responsibility include:

- Knowing the victim: People are more likely to help if they feel some sort of connection or personal knowledge of the person in trouble.

- Calling on a specific individual for help: Decreasing the psychological distance between the victim and the onlooker. If the victim makes eye contact and asks a specific individual for help, that person will feel more compelled to take action.

- Having the skills to help: People often fail to assist because they feel unqualified to help. A person who has received specific training in life-saving and first aid will probably feel more capable of stepping up and offering assistance.

Responsibility and Freedom

Freedom, from an existential perspective, cannot be separated from responsibility. With freedom comes responsibility. Yet, it is common for many people to seek freedom while trying to avoid responsibility. While, at times, it appears that people may be able to succeed at this, there remains a psychological consequence. This consequence is often not very noticeable, but may find expression through guilt, anxiety, depression, or even anger.

Existential freedom is not the same things as freedom in the political sense we often think of it in America. In fact, political freedom could be view to be a rather shallow, though not unimportant, type of freedom. A person can be existentially free despite not being politically free, and a person can avoid embracing their existential freedom despite being offered great political freedoms.

Frankl (1984), in the story of his experience in the concentration camps, provides a powerful overview of this distinction. While all his political or social freedoms were taken away, he gives credit for his survival to his psychological freedom. This psychological freedom allowed him to find and embrace meaning in the midst of what appeared to be meaningless suffering.

WAYS OF AVOIDING RESPONSIBILITY

There are several common examples of how people avoid responsibility in American culture. Conformity is one good example. Americans pride themselves on being autonomous individuals to the point of idealizing individualism. However, upon closer analysis, Americans find extremely creative ways of giving up their freedom. Americans conform through blind allegiance to various organizations and institutions including political parties and religious institutions. This is not to say that being dedicated to either of these are bad. In fact, often they can lead to very positive outcomes. The problem comes with *blind* allegiance where a person gives up their responsibility to critically think through the beliefs, perspectives, and values of the organization. When this happens, the individual's values are no longer authentic.

When a person gives their allegiance to an external belief structure, they may go in one of several directions. First, they often will become very rigid in their allegiance to the organization or structure to which they have committed. This type of conformity can be seen through various forms of fundamentalism -- religious, political, psychological systems, etc.

Second, they may present as being very committed to a belief systems or organization, but they feel very comfortable bending the rules where it does fit their desires. It becomes easy to bend the rules because they are not really committed to the underlying values system. However, when a person is deeply committed to authentic moral or value principles, they are less willing to act in ways which contradict these principles. The principles are authentic.

Another way avoid responsibility can occur through the belief that one is powerless. There can be many factors which are seen to render a person powerless. A person can perceive themselves as a victim of their environment, of various supernatural or spiritual forces, their unconscious, or a victim of their biology/genes. While an existential approach will recognize that all of these factors may influence a person, none of them render a person powerless or completely control them.

TAKING RESPONSIBILITY

What Does it Mean: To Take Responsibility? Dr. Alan Zimmerman says: "If you're going to be an effective manager, you MUST hold your people accountable. Otherwise, your company may crash. After all, if an employee is paid $200 a day to do a job but only gives back $50 worth of effort, the economics simply do not work out (Zimmerman A.,2006).

The same goes for parenting. If you're going to be an effective parent, you MUST hold your kids accountable. When they violate the rules, mix with the wrong crowd, cheat on a test, stay out beyond their curfew, or do any other dumb things like drugs or alcohol, you MUST hold them accountable.

Of course, ineffective parents make excuses for not doing their job. They'll say, "By the time I get home from work I'm too tired to discipline the kids ... or ... I want them to have all the things I never had growing up." Your sincere but naive sentiment will simply turn spoiled children into spoiled adults ... who feel entitled to everything but responsible for nothing.

Holding people accountable may sound straight laced. Well, so is gravity. Practice prevention; build a fence at the top of the cliff, not a hospital at the bottom!

So I'm all for accountability. But there's another issue that may be even more important ... and that is ... people learning to take responsibility. It's one of the characeristics of EVERY truly eff ective, successful individual in any role or job.

Unfortunately, we're living in a time and a culture where many people don't know it means to take responsibility. After all, the "in" thing is to blame everybody else for what's not working.

To turn that around, we've got to start teaching people what "taking responsibility" is all about".

Here are a few of the things he teaches in his own programs...
- Responsible people take responsibility for making things better.
- Responsible people take action rather than wait to be told.
- Responsible people don't expect somebody else to do it.
- Responsible people keep their focus.
- Responsible people practice self-discipline.
- Responsible people take care of the small stuff.
- Responsible people start what they finish.
- Responsible people give back what was given to them.
- Responsible people accept ultimate responsibility.

PERSONAL RESPONSIBILITY TRAINING

There are many ways to increase personal responsibility. Let us consider them using as an example propositions of Helen Jamieson (www.jaluch.co.uk/personal-responsibility/):

"Increasingly we live in a society where blame is frequently laid at the wrong person's door, i.e. someone else's rather than our own.

Far better surely, to sue your company for tripping over the front door step than slap yourself on the wrists for not looking where you were going, far easier to sue the lawyer when you don't get the transaction at a price you had foolishly set your heart on, and far easier to blame the sales appointment maker when your sales meeting didn't go the way you wanted.

But if schools, parents and government don't focus often enough on the importance of taking personal responsibility, that doesn't mean that employers shouldn't.

If having staff take personal responsibility for everything they do and everything they say would benefit your business, then why not start including sessions on this in new employee inductions, lunch and learn sessions, coaching and all staff training?

You could even consider making personal responsibility the backbone of your culture. And what a difference that would make over the years to your bottom line!"

- Personal responsibility training
- Discussion about this training

ACTIVITIES

ACTIVITY 1

Students form several groups and every group try to define the term "responsibility". Then all students and lecturer discuss this notion.

ACTIVITY 2

Lecturer proposes students to give their own examples of taking and realization responsibility.

ACTIVITY 3

Students fulfill the test "Taking responsibility" and discuss its results.

TEST

Consider your last conflict with a friend, family member, loved one, colleague, boss, etc. then answer the questions below.

- Did you spend much of the time defending yourself, your actions, or your position?
- Did you do most of the talking?
- Do you see yourself as being unjustly attacked or injured?
- Did you avoid conflict by just saying what you had to say to get out of the situation?
- Did you make promises you didn't keep?
- Did you say yes when you really needed to say no?
- Did you discount, minimize, or deny your feelings or needs?
- Did the other person have to push and prod you to express your thoughts or take action?
- Did you share with others the details of your conflict and your feelings instead of talking with the person whom you had conflict?
- Did you hold a grudge or act angry, silent, and withdrawn after the conflict?

- Did you send messages through a third person to the one with whom you were upset?

- Did you expect others to read your mind?

- Did you stop trying to communicate after the first sign of resistance or misunderstanding?

- Did you walk out on the conversation, not return calls, refuse to communicate, use the silent treatment, put the conversation off for days or weeks?

- Did you abandon the relationship without any warning or at the first sign of difficulty?

- Did you express to friends what the other person did wrong while simultaneously struggling to see or admit what you did wrong or how you might have made the situation worse?

- Did you get defensive, angry, or withdrawn after others expressed how you might have handled the situation ineffectively?

- Did you express that you know something is wrong with you and that you need to change but since then you haven't sought help, taken action, or followed through with a plan for change that lasted for more than a few days or weeks?

As you read these questions are you analyzing how the other person was deficient in these ways rather than seeing a few of these behaviors in yourself?

If you answer yes to four or more of the questions above than you're definitely NOT taking enough responsibility for your part in the problems of your relationship. This is also the case if you didn't answer yes to any of the questions above, which would be a sign of, not your perfection, but your denial and lack of personal insight.

Everyone does some of these so you should naturally be seeing a few of these behaviors in yourself. Excusing and defending yourself or blaming others instead of taking responsibility will only keep you from seeing what you're contributing to the problem. Dominating the conversation and feeling like a victim shows your resistance to hearing the other person's perspective. Your lack of sharing your feelings and needs (and expecting others to read your mind or to draw your thoughts out of you) demonstrates insufficient personal responsibility and respect for yourself as well as the relationship. Withholding personal thoughts, feelings, and needs, refusing to be vulnerable, and not investing fully is often a manipulative and passive aggressive way of controlling a relationship. Additionally, talking with others about the conflict creates collusion and provides positive reinforcement that only keeps the problem going instead of really resolving it.

Giving up on a relationship or conversation before it's really been attempted can feed a victim mentality that makes you believe you are just unlucky in relationships rather than unhealthy in them. Abandoning the relationship at the first sign of conflict often makes the other person seem like the perpetrator of a great offense when in actuality your lack of investment and dedication to communication is more indicative of the true source of the problem. Without effective communication of your needs on multiple occasions and providing sufficient time for change you can't truly judge the character of another person or the potential of a relationship.

Doing things out of guilt, making promises you don't keep, saying yes when you need to say no, and holding resentments is often something people do when they see themselves as weak and incapable of confronting issues, but it's also a way of playing the victim. Talking about how you know you need to change but doing nothing about it makes you seem like you're trying while masking your passiveness—words are cheap, actions are not. The true sign of personal responsibility isn't saying, "Something needs to be done about this (which is passive and doesn't own the problem or solution)," its saying, "I'm going to do _____ about this" and then making yourself accountable to someone else over the weeks and months that follow.

Certainly there are those individuals who are toxic, act manipulative, and regularly inspire conflict. Taking more responsibility than is yours by blaming yourself, working harder in the relationship, or excusing their behaviors is not being responsible, but over-responsible. This encourages enabling and co-dependency for both of you. Learning to take personal responsibility requires that you say no when needed, have boundaries, confront inappropriate behavior, express your feelings, and let others own and fix their problems rather than stepping in and doing it for them.

ACTIVITY 4

Personal responsibility training and discussion of its results.

Students are proposed to finish some unfinished sentences by phrases of responsible person:
- If you don't have the courage or confidence to speak up, know and accept that… your views simply can't and won't be taken into consideration *(example)*.
- - If you lie and get found out, know and accept that … (the consequences you suffer as a result are no one's fault but your own).
- If you bully someone and then they make a complaint against you, know and accept that… (you really had it coming).
- If you trip over a hazard that you have walked over ten times before, know and accept that… (you failed both yourself and others when you chose to just step over before).
- When an error is noticed in your work, know and accept that… (that is your responsibility to correct and that energy expended in finding others to blame for your errors is just a frustrating waste of everyone's time).
- When work you have delegated to someone else is not done, know and accept that… (that was your failure to properly support or manage them after delegating to them).
- When your career isn't progressing as you wanted, know and accept that… (whilst others may be there to support you, full responsibility for your career will always lie with you, you are not your manager's son or daughter so stop being precious and expecting him/her to nurture you).

- If your work ethic and attitude is lousy, know and accept that… (one day that will impact your earnings, your popularity and the opportunities that come your way. It might even get you the sack one day).
- If you're feeling under the weather at work on a Friday or Monday, know and accept that… (your social life excesses are now impacting your work and that they will, at some point, jeopardise your employment prospects, your family and possibly your health too).
- Know that in the workplace laziness, under assertiveness, aggression, low self esteem, selfishness, and dishonesty all bring consequences and when things go wrong, the first person you should look to is… (yourself … what could I have done more if, what could I have done differently, what should I have recognized and dealt with earlier, and what if I had chosen a different attitude that day?)

ACTIVITY 5

Group oral reflection on theme: "How would I use the new skills and knowledge about responsibility in my Personal Development Plan (PDP)".

One student from group is invited to moderate oral reflection.

FURTHER READING

Developing and Assessing Personal and Social Responsibility in College: New Directions for Higher Education, Number 164 \\ Robert D. Reason (Editor) ISBN: 978-1-118-82805-2 January 2014, Jossey-Bass - 104 pages.

Linley P. Alex and Maltby John Personal Responsibility \ in The Encyclopedia of Positive Psychology (Edited by**:** Shane J. Lopez) **eISBN,** 2009.

Mergler A. Personal responsibility: the creation, implementation and evaluation of a school-based program. - Queensland University of Technology, 2007.

Positive Psychology in Business Ethics and Corporate Responsibility \\ Robert A. Giacalone,Carole L. Jurkiewicz,Craig Dunn – Information Age Publishing Inc., 2005.

Zimmerman A. PIVOT: How One Turn In Attitude Can Lead To Success - Peak Performance Publishers, 2006. - 192 p.

PART 3: GOAL SETTING

INTRODUCTION

Welcome to the course Goal Setting www.youtube.com/watch?v=EUm-vAOmV1o
The course will encourage you to self-organization. This section is devoted to practical skills in the process of goal-setting, that will help you to develop the competence of "self-organization", and will provide you with the knowledge and tools for self-forming and setting goals and their subsequent implementation.

Understanding the process of goal setting will help you in building a career, understanding of its activities and, we hope, will help you to find purpose in life. Thus, this section will introduce you to the different stages of the process of goal-setting, ways of setting and achieving goals. This course will help to develop competencies in the rest of the project, and will contribute to the development and consolidation of newly acquired knowledge and improve personal effectiveness.

OBJECTIVES

After completing this course, you should be able to:

- Formulate precise goals and describe them;
- Segment big goal and set interim;
- Mapping of life goals;
- Monitor the implementation of goals and results.

INTRODUCTION TO THE PROCESS OF GOAL SETTING

What Are Goals?

You all have dreams, but how many of you have goals?

Goals, unlike dreams, identify the specific achievements we want to pursue in our lives.
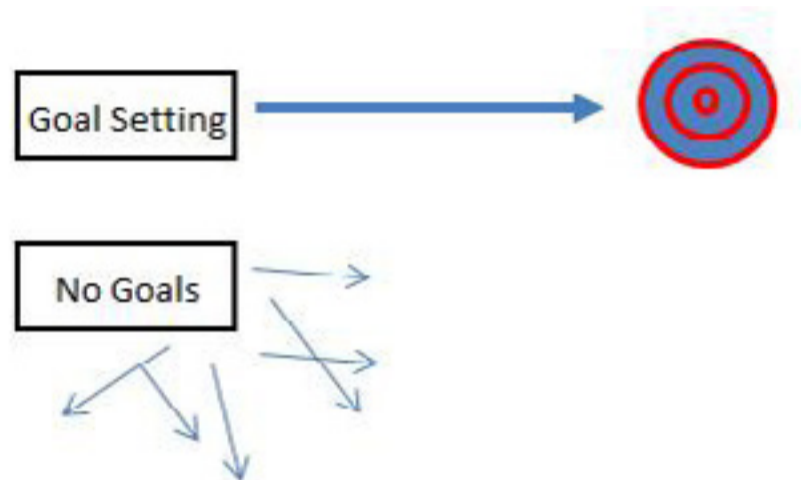

Figure 1. Goals and results

Why Set Goals?

Goals are an important part of our lives. They keep us focused and allow for us to achieve things we never thought possible. Goals are also critical both for a person and for any organization. Top-level athletes, successful business-people and achievers in all fields all set goals. Setting goals gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge, and helps you to organize your time and your resources so that you can make the very most of your life. By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals, and you'll see forward progress in what might previously have seemed a long pointless grind. You will also raise your self-confidence, as yourecognize your own ability and competence in achieving the goals that you've set. The right setting goals allows you to achieve the desired result.

What is Goal Setting?

Definition 1: "Goal setting is a powerful process for thinking about your ideal future and for motivating yourself to turn your vision of this future into reality" (http://www.mindtools.com/page6.html).

Definition 2: "The process of deciding what you want to achieve or what you want someone else to achieve over a particular period. It will only be successful if there is a collaborative approach between employee and manager." (The Cambridge Business English Dictionary © Cambridge University Press).

Definition 3: "The process of identifying something that you want to accomplish and establishing measurable goals and timeframes:

a. When you decide on a financial change to save more money and then set a certain amount to save each month, this is an example of goal setting.

b. When a team of people on a school board have a shared aim to improve education and set goals for budgets and test scores, this is an example of goal setting."

Definition 4: "Goal setting is the two part process of deciding what you want to accomplish and devising a plan to achieve the result you desire. For effective goal setting, you need to do more than just decide what you want to do; you also have to work at accomplishing whatever goal you have set for yourself. For many people, it's the second part of the goal setting definition that's problematic. They know what they want to do but have trouble creating a plan to get there. Goals without action plans are just words." ([sbinfocanada.about. com/od/goalsetting/g/goalsetting.htm](sbinfocanada.about.com/od/goalsetting/g/goalsetting.htm)).

What is the purpose of Goal Setting?

The purpose is to set our focus and increase our motivation levels whether in our personal lives or within organizations.

GOAL SETTING THEORY

Goal setting is a powerful way of motivating people, and of motivating yourself. The value of goal setting is so well recognized that entire management systems, like **Management by Objectives**, have goal setting basics incorporated within them. The most famous concept of goal setting is the **SMART** goals.

SMART Goals Concept

This concept of the SMART goal was introduced in the November 1981 issue of Management Review "There's a S.M.A.R.T. Way to Write Management's Goals and Objectives" by George T. Doran, a consultant and former Director of Corporate Planning for Washington Water Power Company.

A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants (some of which we've included in parenthesis), SMART usually stands for:

- **S** – Specific (or Significant).
- **M** – Measurable (or Meaningful).
- **A** – Attainable (or Action-Oriented).
- **R** – Relevant (or Rewarding).
- **T** – Time-bound (or Trackable).

Creating SMART Goals

SMART Goals Guide	
Specific	» What exactly needs to be accomplished? » Who else will be involved? » Where will this take place? » Why do I want to accomplish the goal?
Measurable	» How will I know I've succeeded? » How much change needs to occur? » How many accomplishments or actions will it take?
Attainable	» Do I have, or can I get, the resources needed to achieve the goal? » Is the goal a reasonable stretch for me? (neither out of reach nor too easy) » Are the actions I plan to take likely to bring success?
Relevant	» Is this a worthwhile goal for me right now? » Is it meaningful to me—or just something others think I should do? » Would it delay or prevent me from achieving a more important goal? » Am I willing to commit to achieving this goal?
Time-bound	» What is the deadline for reaching the goal? » When do I need to take action? » What can I do today?

How to define a goal?

There are five basic principles of goal definition:

The First - **a principle of congruence** (goals and values are in perfect harmony with each other). Your values are your deepest beliefs about right and wrong, good and bad, about the important and unimportant. High performance and a great self-esteem are only possible when your goals and values are in perfect harmony with each other. For example, if you set both the goal #1 "Building a career" and the goal #2 "Travel" - at this stage, these two goals are not congruent, since the process of building a career will take you a lot of time and effort and involves training and cyclical activity in an office environment. The goal of "Travel" will distract you from the goal number "Building a career".

The Second - **an area which you are perfect/excellent in**. Everyone is able to achieve perfection in one thing, perhaps even in a few things. Just find your area of excellence and dedicate yourself to the development of your own talents in this field, and you can realize your full potential. Your job is to find this area, if you have not done it yet. Your area of excellence may be changed with the development of your career, only those who manage to find it can achieve a success. Your area of excellence will invariably be related to such activities, which do you like most and best of all possible. How to find the area which you are perfect in? Example: You need to describe what you like to do, analyze what you can do the best, and think how you can earn on it, and finally create your own business project. Using the following scheme as it mentioned below (Figure 2) you will search for an area of your perfection.
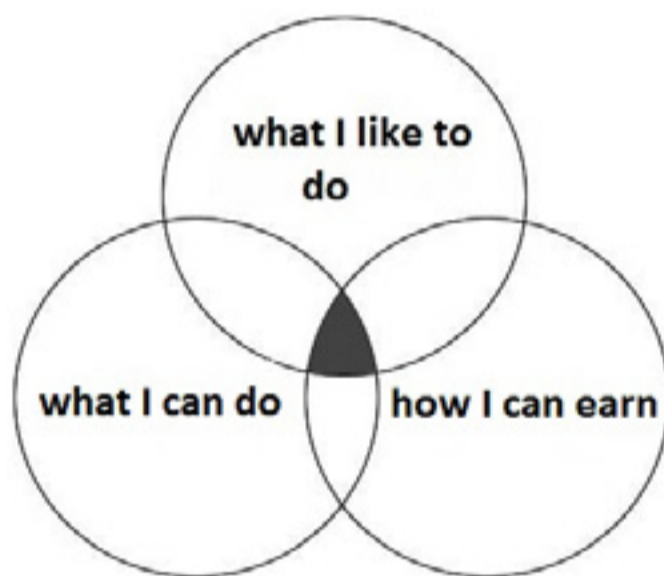

Figure 2. An area of your perfection

The Third - **a concept of diamond placers**. The Diamond Placer - is the name of a speech of the American preacher Russell Konvel, a founder of the Temple University in Philadelphia, announced in 19-th century. In brief: sometimes, opportunities that you're looking for are there in front of you. To find them you do not need to make extra efforts. But it does not look like the underlying feature at the surface. Sometimes people forget that a rough diamond does not look like a perfect shining diamond - to become it, it needs to be processed. So you have to improve your abilities, skills, to turn what you have into something more perfect.

The Fourth – **a principle of balance**. To be able to show the best results, you should have not one, but several goals - experts say that you need to find goals in each important life areas. Only then, as if wheels of a car, your goals will be balanced. As an example of the Wheel balance (Figure 3).
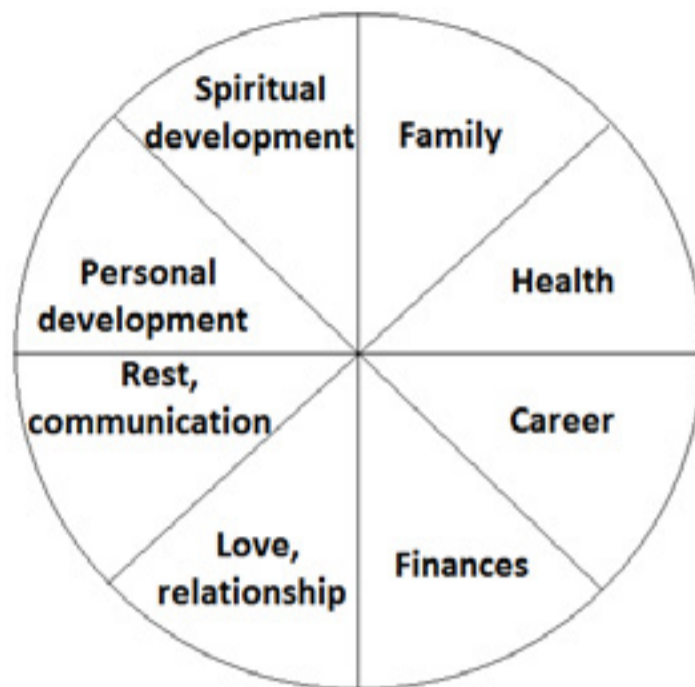
Figure 3. The Wheel balance

The Fifth – a definition of your Main lifetime goal. Your main goal - is you're the number one goal, a goal that is more important to you than any other single achievement of goals or a task for today. You can have a lot of goals, but there can be only one central main goal. The main reason for dissipation of effort, time loss and inability to develop yourself is the inability to define your primary, dominant, and the main goal. The way to determine the primary goal is the analysis of your goals, followed by the question: "What is the goal, if I've achieved it, that will help me to achieve other goals on the greatest degree?" Usually it is a financial or commercial goal, but sometimes it can be, on the contrary, a goal related with your health or relationships. Your main goal becomes the catalyst. When you are enthusiastic about achieving a clear primary goal, then you start to move forward quickly, despite all the obstacles and limitations.

THE PROCESS OF GOAL SETTING

Starting to Set Personal Goals

You set your goals on a number of levels:
- First you create your "big picture" or "Maps of Life-goals" of what you want to do with your life (or over, say, the next 10 years), and identify the large-scale goals that you want to achieve.
- Then, you break these down into the smaller and smaller targets that you must hit to reach your lifetime goals.
- Finally, once you have your plan, you start working on it to achieve these goals.
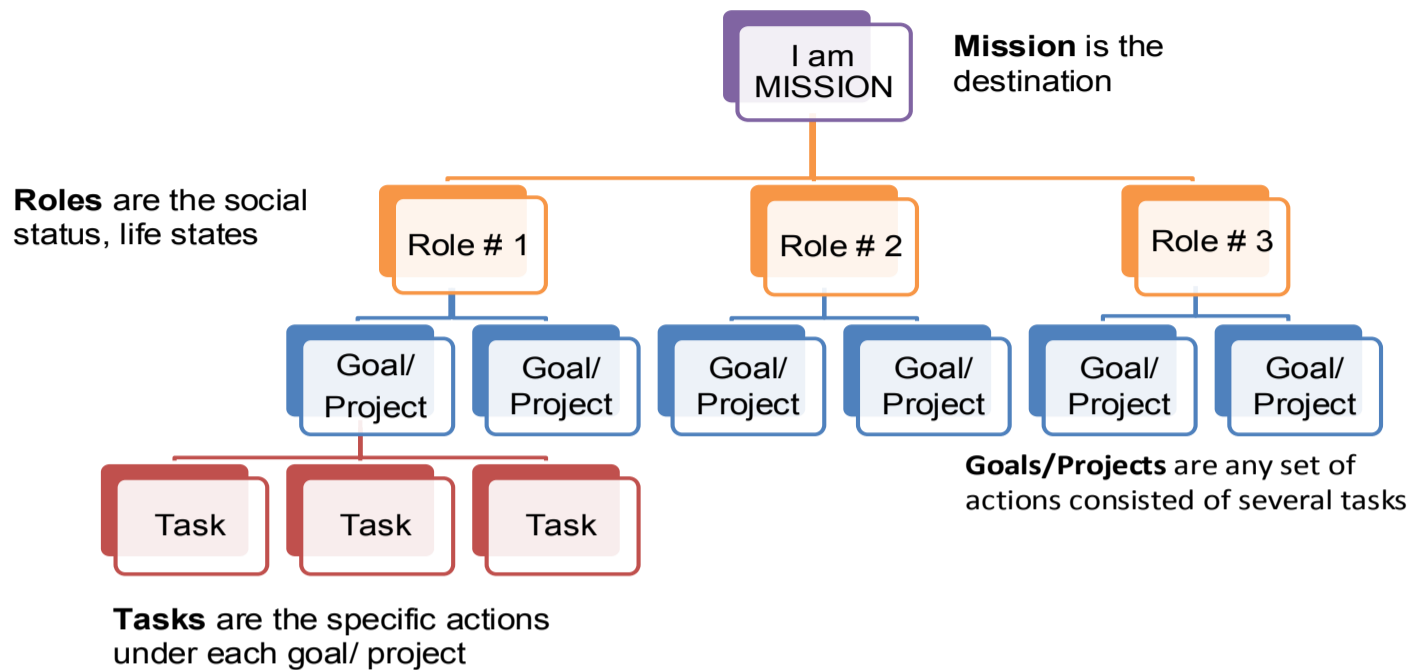
Figure 4: Maps of Life-goals

Step 1: Setting Lifetime Goals

The first step in setting personal goals is to consider what you want to achieve in your lifetime (or at least, by a significant and distant age in the future). Setting lifetime goals gives you the overall perspective that shapes all other aspects of your decision making.

To give a broad, balanced coverage of all important areas in your life, try to set goals in some of the following categories (or in other categories of your own, where these are important to you):

- **Career** – What level do you want to reach in your career, or what do you want to achieve?
- **Financial** – How much do you want to earn, by what stage? How is this related to your career goals?
- **Education** – Is there any knowledge you want to acquire in particular? What information and skills will you need to have in order to achieve other goals?
- **Family** – Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?
- **Artistic** – Do you want to achieve any artistic goals?
- **Attitude** – Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? (If so, set a goal to improve your behavior or find a solution to the problem.)

- **Physical** – Are there any athletic goals that you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?
- **Pleasure** – How do you want to enjoy yourself? (You should ensure that some of your life is for you!)
- **Public Service** – Do you want to make the world a better place? If so, how?

Spend some time brainstorming these things, and then select one or more goals in each category that best reflect what you want to do. Then consider trimming again so that you have a small number of really significant goals that you can focus on.

As you do this, make sure that the goals that you have set are ones that you genuinely want to achieve, not ones that your parents, family, or employers might want. (If you have a partner, you probably want to consider what he or she wants – however, make sure that you also remain true to yourself!)

Step 2: Setting Smaller Goals

Once you have set your lifetime goals, set a five-year plan of smaller goals that you need to complete if you are to reach your lifetime plan. Then create a one-year plan, six-month plan, and a one-month plan of progressively smaller goals that you should reach to achieve your lifetime goals. Each of these should be based on the previous plan. Then create a daily To-Do List of things that you should do today to work towards your lifetime goals.

At an early stage, your smaller goals might be to read books and gather information on the achievement of your higher level goals. This will help you to improve the quality and realism of your goal setting.

Finally review your plans, and make sure that they fit the way in which you want to live your life.

Staying on Course

Once you've decided on your first set of goals, keep the process going by reviewing and updating your To-Do List on a daily basis. Periodically review the longer term plans, and modify them to reflect your changing priorities and experience. (A good way of doing this is to schedule regular, repeating reviews using a computer-based diary.)

Example Personal Goals

For her New Year's Resolution, Susan has decided to think about what she really wants to do with her life.

Her lifetime goals are as follows:

- **Career** – "To be managing editor of the magazine that I work for."
- **Artistic** – "To keep working on my illustration skills. Ultimately I want to have my own show in our downtown gallery."
- **Physical** – "To run a marathon."

Now that Susan has listed her lifetime goals, she then breaks down each one into smaller, more manageable goals.

Let's take a closer look at how she might break down her lifetime career goal – becoming managing editor of her magazine:

- **Five-year goal:** "Become deputy editor."
- **One-year goal:** "Volunteer for projects that the current Managing Editor is heading up."
- **Six-month goal:** "Go back to school and finish my journalism degree."
- **One-month goal:** "Talk to the current managing editor to determine what skills are needed to do the job."
- **One-week goal:** "Book the meeting with the Managing Editor."

As you can see from this example, breaking big goals down into smaller, more manageable goals makes it far easier to see how the goal will get accomplished.

ACTIVITIES

ACTIVITY 1

SMART Goal Questionnaire

This activity will help you to work out the skill of goal setting. Select a goal you would like to implement and answer the questions below. At the end of the questionnaire, revise your goal: whether it satisfies the SMART rules for setting goals.

Goal:_____

1. Specific. What will the goal accomplish? How and why will it be accomplished?

2. Measurable. How will you measure whether or not the goal has been reached (list at least two indicators)?

3. Achievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

4. Results-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?

5. Time-bound. What is the established completion date and does that completion date create a practical sense of urgency?

Revised Goal:_____

ACTIVITY 2

Searching for the area which you are perfect in

This activity will help you to get closer to an understanding of what may become your mission or main goal in your life in the future. See Figure 2.

What is the mission? Mission is a purpose of your life, your most important project that you have to implement.

How to define your purpose? How do you, an adult person, know your way? You need to ask yourself: what could I do for a long time, with interest, at the same time not thinking about what I get in return, and enjoying the process itself. Take a sheet of paper and divide it into 2 parts. On one side write down all the things you love to do receiving a real pleasure. On another side of the paper, write down what you're good at.

Where coincidence is there can be your true occupation in life. For example: You do like cooking, have fun on it, and you are good at it. Think, perhaps, in this area you would be perfect, and it becomes a matter of your life.

ACTIVITY 3

Creating of the Wheel balance

This activity will prepare you for goal setting activity. It helps identify the areas you want to work on and is a great way of visualizing your current and desired life. Once you are working on improving your life balance, it's also a useful tool for monitoring your life balance as it changes over time.

Use www.mindtools.com/pages/article/newHTE_93.htm

ACTIVITY 4

Segmentation of the main goal

This activity shows how to "eat an elephant in parts" and helps you to define life roles, intermediate goals, projects and tasks using "Maps of life goals."

Once you've identified your most important goal, or even more, found your mission, you need to define the roles you play in life. As a rule, people perform several roles. Each role has its own goals and projects, and for the effective implementation of these goals you need to set tasks to yourself, determine terms of their fulfilment and monitor the results.

Take one of your possible role and build a map of life goals for example "Career" (Figure 5)

Role	Goal/Project	Importance	Term	Necessary measures	Situational analysis		Tasks	Terms	Control
					Available	Not available			
Career	To get a job in the company N	High	2017	• To obtain a high school diploma; • To work out quality CV; • To get additional trainings on self presentation; • To know English; • To publish articles; • To take part in Economics Olympiad	• To know English	• To obtain a high school diploma; • To work out quality CV; • To get additional trainings on self presentation; •To publish articles; • To take part in Economics Olympiad	• To get additional trainings on self presentation and self management	2015 - 2016	
							•To take part in Economics Olympiad	2016	
							•To publish articles	2016	
							• To work out quality CV	2017	
							• To pass the final exams for high scores	2017	

Figure 5. Map of life goal

ACTIVITY 5.

Practical Training. Cinemalogia

Watch and analyze the movie in terms of goal setting and achieving:

1) "The Legend of Bagger Vance" (2000), American sports drama directed by Robert Redford and starring Will Smith, Matt Damon and Charlize Theron.

2) "The Devil Wears Prada" (2006), comedy-drama (film based on Lauren Weisberger's 2003 novel of the same name) directed by David Frankel and starring Anne Hathaway, Meryl Streep, Emily Blunt, Stanley Tucci, Simon Baker and Adrian Grenier.

In this part, you've became familiar with the rules and principles of goal setting. You have learned about the world famous concepts of working with goals. Activities that you've completed, we hope, have formed the necessary skills to work with goals and be very useful in your life. The proposed video material and Further Reading will consolidate your experience and advance you in further independent studies.

Look back at the objectives of this section and consider whether or not you have achieved them, before you move on.

FURTHER READING AND WATCHING

Equity Theory of Motivation in Management: Definition, Examples & Quiz

Locke's Goal-Setting Theory: Using Goals to Advance Motivation

www.youtube.com/watch?v=_NeNpxG6c0g

PART 4: TIME MANAGEMENT

INTRODUCTION

Welcome to the next part of the course "Time mamagement" and Put IMPORTANT Things FIRST!

www.youtube.com/watch?v=6_N_uvq41Pg

This section will further contribute to your self as well as familiarize with the rules of time management and planning. This part is dedicated to the practical skills to manage your time and make prioritization. Self-management is an integral part of the process of goal-setting, and will help you in achieving these goals.

Thus, this section will introduce the concept of "time sinks" and methods of planning to you, and as a result you will be able to control your life schedule. Tools that you are acquainted with, let alone allocate resources in order of importance, and will allow you to be more effective in today's hectic lifestyle.

OBJECTIVES

After completing this course, you should be able to:

- Plan your day and life
- Set priorities for tasks
- Compile a mind map
- Control your time eaters.

INTRODUCTION TO EFFECTIVE TIME MANAGEMENT

So, what is Time Management?

All people are given the same amount of time: 24 hours a day and 60 minutes in an hour. Each individual is free to dispose of his time almost as well as earned money. But the value of money is far below the value of time, as "to earn" it is impossible. And although we are taught to manage money since childhood, and, as a rule, how to manage time, that is what is called "time-management technology" - not.

While handling of money you need to choose what to spend them for, and what – not for. In order to choose what to spend your time for, use Prioritising technology. Despite the terrible phrase, in fact, it's pretty easy for the average person, but requires a lot of motivation and ability to self-contemplation (reflection).

Why use time management skills?
It's important that you develop effective strategies for managing your time to balance the conflicting demands of time for study, leisure, earning money and jobhunting. Time management skills are valuable in jobhunting, but also in many other aspects of life: from revising for examinations to working in a vacation job.

What skills are required for effective time management?
- setting clear goals;
- breaking your goals down into discreet steps;
- reviewing your progress towards your goals;
- prioritising;
- organising your work schedule;
- list making to remind you of what you need to do when;
- persevering when things are not working out;
- avoiding procrastination.

Organization of activities' competence:
- Planning. Clearly plans the activities, identifies the need for resources to achieve the goals.
- Feedback. Asks for feedback on the effectiveness of operations, perceives it as positive.
- Allocation of resources. Consumes resources economically during the execution of tasks.
- Prioritization. Independently prioritizes current activities with regard to importance and urgency of the problem and in accordance with the actual situation.
- Control. Independently controls the results and the quality of work. Does not require continuous monitoring by others.

Defenition 1: Time management - the analysis of how working hours are spent and

the prioritization of tasks in order to maximize personal efficiency in the workplace. (Collins English Dictionary - Complete & Unabridged 2012 Digital Edition©William Collins Sons & Co. Ltd. 1979, 1986 © HarperCollins Publishers 1998, 2000, 2003, 2005, 2006, 2007, 2009, 2012)

Definition 2: Time management - Systematic, priority-based structuring of time allocation and distribution among competing demands. Since time cannot be stored, and its availability can neither be increased beyond nor decreased from the 24 hours, the term 'time budgeting' is said to be the more appropriate one

(www.businessdictionary.com/definition/time-management.html#ixzz3WNABQuqf)

Definition 3: Prioritising - focusing on urgent and important tasks rather than those that are not important or dont move you towards your goals.

Definition 4: Timing - a detection method using time-consuming fixing operations and measurements performed. This method allows to reveal "sinks of time" and show the effectiveness of the activities.

Definition 5: Planning - one of the most important project management and time management techniques. Planning is preparing a sequence of action steps to achieve some specific goal. If you do it effectively, you can reduce much the necessary time and effort of achieving the goal.

THE METHODS OF TIME MANAGEMENT

Planning

A plan is like a map. When following a plan, you can always see how much you have progressed towards your project goal and how far you are from your destination. Knowing where you are is essential for making good decisions on where to go or what to do next.

Planning is also crucial for meeting your needs during each action step with your time, money, or other resources. With careful planning you often can see if at some point you are likely to face a problem. It is much easier to adjust your plan to avoid or smoothen a coming crisis, rather than to deal with the crisis when it comes unexpected.

Prioritising

Efficiency and effectiveness are not the same. Someone who works hard and is well organised but spends all their time on unimportant tasks may be efficient but not effective. To be effective, you need to decide what tasks are urgent and important and to focus on these. This is called **prioritising**. It's important to list the tasks

you have and to sort these in order of priority, and then to devote most time to the most important tasks. This avoids the natural tendency to concentrate on the simple, easy tasks and to allow too many interruptions to your work.

The ABC Method

by Brian Tracy, the world famous guru of management

www.briantracy.com/blog/leadership-success/practice-the-abc-method/

The ABC Method is a powerful priority setting technique that you can use every single day. This technique is so simple and effective that it can, all by itself, make you one of the most efficient and effective people in your field. The power of this technique lies in its simplicity. Here's how it works: You start with a list of everything you have to do for the coming day. Think on paper. You then place an A, B, or C before each item on your list before you begin the first task.

1) Determine your top priorities

An "A" item is defined as something that is very important. This is something that you must do. This is a task for which there can be serious consequences if you do it or fail to do it, like visiting a key customer or finishing a report for your boss that she needs for an upcoming board meeting. These are the frogs of your life.

If you have more than one "A" task, you prioritize these tasks by writing A-1, A-2, A-3, and so on in front of each item. Your A-1 task is your biggest, ugliest frog of all.

2) Decide on your secondary task

A "B" item is defined as a task that you should do. But it only has mild consequences. These are the tadpoles of your work life. This means that someone may be unhappy or inconvenienced if you don't do it, but it is nowhere as important as an "A" task. Returning an unimportant telephone message or reviewing your email would be a "B" task. The rule is that you should never do a "B" task when there is an "A" task left undone. You should never be distracted by a tadpole when there is a big frog sitting there waiting to be eaten.

3) Analyze the cosequences of doing it

A "C" task is defined as something that would be nice to do, but for which there are no consequences at all, whether you do it or not. "C" tasks include phoning a friend, having coffee or lunch with a coworker or completing some personal business during work hours. This sort of activity has no affect at all on your work life.

After you have applied the ABC Method to your list, you will now be completely organized and ready to get more important things done faster.

4) Start on your A-1 task

The key to making this ABC Method work is for you to now discipline yourself to start immediately on your "A-1" task and then stay at it until it is complete. Use your willpower to get going and stay going on this one job, the most important single task you could possibly be doing. Eat the whole frog and don't stop until its finished completely.

Your ability to think through, analyze your work list and determine your "A-1" task is the springboard to higher levels of accomplishment, and greater self-esteem, self-respect and personal pride.

When you develop the habit of concentrating on your "A-1," most important activity, you will start getting more done than any two or three people around you.

Tips from Tracy

Review you work list right now and put an A, B, or C next to each task or activity. Select your A-1 job or project and begin on it immediately. Discipline yourself to do nothing else until this one job is complete.

Practice this ABC Method every day and on every work or project list, before you begin work, for the next month. By that time, you will have developed the habit of setting and working on your highest priority tasks and your future will be assured!

The Eisenhower priorities' matrix

Rather than deal with really important thing we often spend time and energy on urgent but less/not so important tasks.

Ask yourself: Do I have a habit of throwing one urgent task to another? Do some important tasks stay out of this, unfinished?

The US General Dwight Eisenhower in the 20th century proposed a simple extra dimension for rapid decision-making. According to his principles, priorities are set according to the criteria of urgency and importance.

The Eisenhower's matrix is somewhat similar to the ABC method but has some differences and advantages. The ABC method is more convenient for strategic and highly effective tactical planning, while the Eisenhower's matrix irreplaceable when a lot of very different things leans on you, and you need to set priorities and preferences on what to spend your time, effort and energy.

All of the cases that we have to do can be divided into four categories/sectors:

	NOT URGENT -82-	URGENT
IMPORTANT	• Important - Not urgent • Planning • Refreshment • Search for new opportunities	• Urgent – Important • Critical situations • Urgent problems • Last minute projects
NOT IMPORTANT	• Not urgent – Not important • Trivia, time-consuming • Minor correspondence • Random calls • Dalliance	• Urgent – Not important • Distractions • Calls • Some meetings • Upcoming urgent business

Figure 1: Priorities' matrix

1. Sector "urgent - important" is the sector of crisis.

- Cases: Critical situation. Urgent problems. Cases with "hot" due date.
- Effects: Managing in a crisis. Stress. Constant "fire" and "eternal fight". Depletion of resources.
- Tips: It is obvious that you need to do in the first place.

So, a contemporary student could write in the Sector 1: "to prepare for tomorrow's test in economics", "unscheduled trip to the dentist," "enforced rest due to accumulated fatigue".

You should also try to avoid "no time situation", as the most urgent and important matters are due to laziness and sluggishness. Usually cases of the Sector 1 are there because their undone will bring you immediate negative results (health-related cases for example). Such cases there are the same if you use the paragraph "A" according to the list of ABC method.

2. Sector "not urgent - important" is the well-being sector.

- Cases: Development of resources (people, finance, technology). Planning. Creating relationships and new opportunities. Recuperation.
- Effects: A small number of crisis situations. Vision of perspective. Balance. Strong ties. Control.
- Discipline. Reducing the number of cases and the effects of the sector "important-urgent".

- Tips: Due to the fact that it is not very urgent, these cases are often set aside until a certain time, because at this point you are busy with other tasks, more urgent, but perhaps less important. The danger is that the unexpected matter becomes very urgent. Since it is an important task, it needs to be done carefully and slowly, but time is running out already. This is an ideal task to delegate.

A student could write "preparing for the exam on the English language", "hobby", "sports", "holiday" - all tasks that are written there should be planned and engaged primarily by them.

3. **Sector "urgent - not important" is the sector of illusions.**

- Cases: Common activities. Upcoming urgent matters. Some correspondence. Some phone calls. Some messages. Distraction.
- Effects: Focus on short-term. Managing in a crisis. Reputation of "chameleon". Feeling like a victim, not in the mind. Meaninglessness of goals and plans. Weak or broken relationships.
- Tips: The problem is that due to the fact these cases are urgent, we try to solve them as if they are very important, using all our energy and attention. If something is not so important, it should be carried out very quickly or may be delegated to someone.

Next priority is the cases from Sector 3, a student could mention there some meetings or visits that are not critical to his/her life and development activities. The main strategy of implementation of such cases - minimizing such problems.

4. **Sector "not urgent - not important" is the sector of destruction.**

- Cases: Dalliance. Minor correspondence. Trivia, time-consuming. Minor calls. A waste of time.
- Effects: The fundamental questions' dependence on other persons or organizations. Total irresponsibility. Dismissal.
- Tips: It is often that such cases take your table becoming overloaded by papers. Many of those people who complain about the lack of time, spend a lot of time working on just such matters. If you really need them to do, spend as little time as you can.

Usually, time eaters are in the Sector 4: computer games, applications of social networks and social networks themselves, instant messengers, entertainment portals, etc. Such things must also be minimized.

The Pareto's principle

One more reason why you need planning is again the 80/20 Rule/Law/Principle. It is well established that for unstructured activities 80 percent of the effort give less than 20 percent of the valuable outcome. You either spend much time on deciding what to do next, or you are taking many unnecessary, unfocused, and inefficient steps.

The principle of prioritization 20:80 was opened on the basis of statistics by the Italian economist Vilfredo Pareto (1848-1923). Pareto has found that 20% of the population owned 80% of the national wealth. It was found that the ratio of 20:80 is true in many other areas.

For example:
- 20% of regular customers (goods) provide up to 80% of profit;
- 80% of all permits of working days make only 20% of employees;
- the most important messages in a newspaper occupy 20% of the space and generate 80% of the information;
- 20% of efforts provides 80% of the result, and the remaining 80% of the efforts - only 20% of the result.

With regard to the distribution of time Pareto's principle states:
- 20% of the time spent to achieve this goal, achieve 80% of success.
- for the remaining 80% of the time, only 20% is achieved.

The Pareto's principle applies when it is necessary to prioritize the affairs/tasks of one subject or direction. In the connection you should initially first classify those 20% of cases which gives you the best result and start from it.

How to set priorities according to the Pareto principle?
- Write down all matters relating to the achievement of a specific goal.
- Select the level of importance on the contribution to the achievement of goals.
- Choose from these cases are those which together give 80% contribution to the achievement of the goal. This will be your primary business.
- The remaining business affairs and distribute on the urgency and importance.
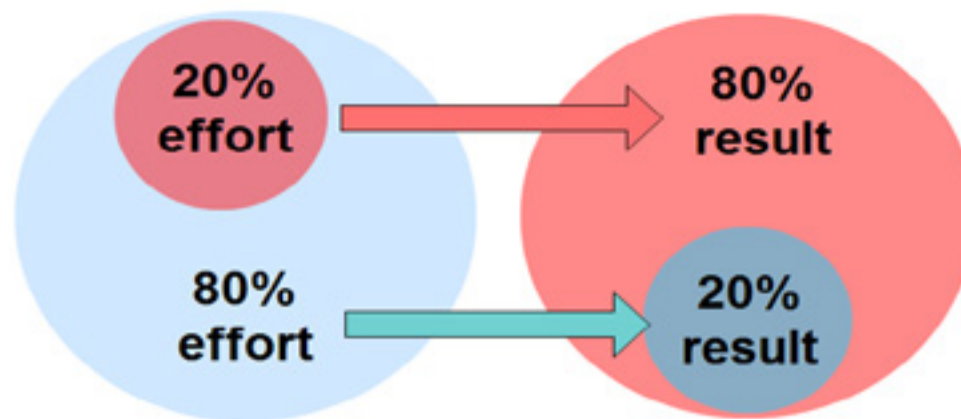- Important things perform yourself, unimportant and urgent ones delegate.

Figure 2: Ratio of efforts and results

Tips

1. You should try to analyze any business from the perspective of the Law and try to find the key points that make those 20% to get the desired result.

2. You should remember the Law of varying efficiency efforts when you assign the task to yourself, and especially taking responsibility on. It is better to give up on what you'll be doing poorly, and from those cases where you are required to "every percent" effort.

3. You should not strive all your jobs perfectly. It might be better to make three jobs not quite perfect than one but completely. All the complexity, of course, is to determine the correct behavior in the case.

4. On the other hand, you should not try to apply the Pareto's principle at every step. This law works well for not so important and complex cases.

Chronometry method (Timing)

In order to determine what tasks take you too much time and therefore, they are not effective, you need to use the method of "timing". Timing requires great strength of will and high motivation to manage your time, as it implies to measure the time for at least two weeks, otherwise you can not say for sure what really takes time. Such an honest and meticulous way to control time allows you to see what you do actually spend time for, and to identify 'sinks of time "and points to take measures to eliminate them.

What is the strength of Timing activity?

1) The only objective way to evaluate your own time organizing.

2) Visibility.

3) Training of self-discipline.

4) A reliable material for your study, analysis and optimization.

5) Awareness.

6) Ability to find time reserves.

Tools of timekeeping:

- Diaries, notebooks, paper forms;
- Gadgets - mobile phone, iPad, etc;
- Dictaphone (requires transfer to a paper or electronic media);
- PC (specialized software is used, both local and on-line solutions).

Tips

It is important to use a diary for timekeeping especially for the second half of the day and weekends.

To-do list and advantages of using it

You should have a reminder system to tell you of when you need to do what: don't try to remember everything in your head as this is a recipe for disaster! **Carry a pen and paper or organiser wherever you go.** At the simplest level your reminder system could simply be to use your diary to write down the things you need to do, including appointments and deadlines. Before interviews, it›s fine to write down the questions you wish to ask on a small piece of card or notepad

Advantages:

- Focuses your mind on important objectives;
- You are less likely to forget to do tasks;
- Writing a list helps order your thoughts;
- It helps show the bigger picture;
- You don't need to hold everything in your head;
- It saves time;
- It helps you decide on priorities: the most important and the most urgent;
- You are less likely to become sidetracked;
- You get the reward of ticking off your achievements;
- You feel more in control;
- You have a record of what you've done;
- You always have something to work on.

Tips:

- A daily list of tasks that need to be done is an essential part of action planning.
- Refer to and update this regularly.
- Prioritise items on the list into important/not important and urgent/non-urgent.
  Differentiate also between urgent and important tasks: an urgent task may not necessarily be important!
- Update your list daily, crossing off completed tasks and adding new tasks that need to be done.
- Urgent or important tasks can be highlighted with an asterisk.

MENTAL MAP

To work effectively with the goals, planning and time management at the end of the course we suggest you familiarize yourself with the tool of time management and goal setting - a mental map. Look at Life Planning and Goal Achievement www.novamind.com/mindmapping-software/life-planning/.

Figure 3: Mental Map

Key Benefits of using the tool:
- We see the whole picture.
- Realism of the plan.
- It is easy to set priorities.
- Ecology. When we make a plan in the form of mind maps and survey it at whole – we often realize that we forgot to include such important components of life in it, such as: health, sports, family, self-development ...
- It is easy to keep track of what is done and what is not.
- It is easy to adjust the plan. Some meeting took longer than we thought. The plan needs to be changed. What to throw out? If the plan is in the form of mind maps - we see immediately all the options and what cases can be transferred to tomorrow. the first subtype of your sociotype), and if you are a <lark> you have a more active type of temperament (choleric or sanguine, or variations thereof, and the second subtype of your sociotype). If your score is equal (you've got an equal number of positive affirmations

in both scale of the test) your type is <dove>. This is the result of a combination of passive and active temperaments.

Resume on methods of Time Management
- The ABC method strategically structures your priorities in life and gives you an opportunity to realize the really important cases and cases that should be abandoned or reduced by time - that is, you will now be able to set priorities in your life;
- Daily recording of your tasks/goals/results using the ABC method is the useful tactical thing necessary to make your time structured;
- The Eisenhower's matrix allows you to distribute your time in more detail according to the importance and urgency of cases;
- Knowledge of the Pareto's principle and Chronometry's technic will identify effective and ineffective activities, and will reveal the personal "time eaters".

ACTIVITIES

ACTIVITY 1

Biorhythms Performance

Perform a test to determine your biorhythm. Knowing your biorhythms, you can manage your time more effectively placing tasks according to your activity type.

MEGEDA-OVCHAROVA TEST BIORHYTHMS PERFORMANCE

From the two opposite scales A and Z choose one of two opposite statements and count where there are more them. Record your answers on the form, after the digital code, a letter of dominant scale.

From the two opposite scales A and Z choose one of two opposite statements and count where there are more them. Record your answers on the form, after the digital code, a letter of dominant scale.

Scale A	Scale Z
• You are the most efficient in the morning.	• Your performance is better in the afternoon.
• Usually, you are involved in a new business immediately, without any delay.	• You need a certain period of time to get involved in a new business.
• It's easier to start new businesses than to finish a previous one.	• You are more likely to finish the first works than start new ones.
• You can easily postpone one thing and do another.	• You find it difficult to postpone the business you've begun, even if you are tired.
• Think that slowness is worse than haste.	• Think that haste is worse than slowness.
• You like to go to bed early to wake up in the morning in good spirits and immediately take up the case.	• You do love to sit up late into the night and in the morning you are involved in the work reluctantly.
• Your work interest is high at the beginning and it is usually slightly reduced at the end.	• Your interest for the work is increasing as you are approaching to the end of it.

The key to the test: A - larks; Z - owls. If you are an <owl> you have a relatively passive type of temperament (phlegmatic or melancholic, or variations thereof, and the first subtype of your sociotype), and if you are a <lark> you have a more active type of temperament (choleric or sanguine, or variations thereof, and the second subtype of your sociotype). If your score is equal (you've got an equal number of positive affirmations in both scale of the test) your type is <dove>. This is the result of a combination of passive and active temperaments.

ACTIVITY 2

Priorities

This activity aimed at building capacity to monitor and control their business during the day, prioritize, formulate goals in life. Think and write down what you did yesterday, for the entire 24 hours. Everything you write should reach 24 hours. Thinking time - 10 minutes.

After that prioritize on each item, denoting their «A», «B» or «C».

«A» - these are the main goals in life or the highest priority rights.
«B» - indicates that this issue should be resolved, but it does not apply to the vital goals.
«C» - indicates that this task can be postponed for a certain time, or may not need to perform first.

1. Calculate how much you have spent time on the «C» priorities?
2. How much spent the whole time on the «B» priorities?
3. How much time spent on the "A" priorities?
4. Consider and answer to the question: How important is each of this group?
5. Analyze how effectively you use your time.
6. Consider the possibility of daily work on "A" priorities and ways to get rid of «C» priorities.

ACTIVITY 3

"Time eaters"

This exercise reveals sinks of time to carry out a self-test and find the means to combat with them.

Think about and write down the most important your "time eaters"	Think and find the means to combat with them

ACTIVITY 4

Chronometric. Are you using your time effectively?

To determine whether you are using effective time, review your answers to the following questions:

- Is it difficult for you to list all the things that you do during the day?
- Is it difficult to you to meet deadlines?
- Are you doing something that does not necessarily?
- How often do you do the work instead of the other?
- Has it ever happened that the execution of some tasks you spend more time than necessary?
- Is it difficult to you to be on time for meetings?
- Do you often forget that you are going to do?

ACTIVITY 5

Practical Training. Cinemalogia.

Watch the movie at an angle of how valuable is our time that is impossible to stop, reverse and/or return. Think about how useless we spend it at times.

"In Time" (2011), USA Fiction directed by Andrew Niccol and starring Amanda Seyfried, Justin Timberlake, Alex Pettyfer and Cillian Murphy.

In this part, you've became familiar with the methods of time management. You have learned about the most common concepts of planning. Activities that you've completed, we hope, have formed the necessary skills of time management and they will be very useful in your life and study. The proposed video material and Further Reading will consolidate your experience and advance you in further skills development of your self management.

Look back at the objectives of this section and consider whether or not you have achieved them, before you move on.

FURTHER READING AND WATCHING

How to write an action plan.
www.time-management-guide.com/plan.html

Eisenhower's Urgent/Important Principle

www.mindtools.com/pages/article/newHTE_91.htm

ABC of Time Management

www.health.arizona.edu/health_topics/mental_health/abctimemanane.htm

Time Management: Get the Most Out of Your Time - Training Program

www.youtube.com/watch?v=nVa1fS5csHw&list=PLD56BCD9D57E0D730

Harold Taylor Time Management Expert - Humorous video describing disorganization

www.youtube.com/watch?v=uWYru64Feio

Top 10 Time Management Mistakes. Third Eye Group.

www.youtube.com/watch?v=O2PCDgpynAo&list=PLD56BCD9D57E0D730&index=11